



**Yardleys**  
**School**  
WORKING TOGETHER FOR A BETTER FUTURE

## ACCESSIBILITY PLAN

Adopted by Governors:

Signed: .....

Date: .....

This policy is reviewed annually by the Curriculum & Standards Committee

Review date: .....

## POLICY INFORMATION

Date of last review	April 2021	Review period	Two years
Date ratified by governors		Governors' committee responsible	C&S
Policy owner	Laura Yates	SLT member responsible	Laura Yates
Date of next review	April 2023		

## Reviews/revisions

Review date	Changes made	By whom
March 2019	Governing body responsibilities updated and given more positive focus. Access to the curriculum section updated, particularly regarding pupils identified as requiring additional support after they have joined Yardleys. Physical access section updated to reflect latest actions and building changes.	Eddie Halliday/Jill Wilson
April 2021	Change to Policy Owner from Eddie Halliday to Laura Yates Addition of paragraph under 'Introduction' on Yardleys Charter and school values Rewording of bullet point under 3.1 on positive images of disability Under section 4 line added to reference building of drama block and Cooper Hall. Under 4.1 'IEPs' changed to 'Pupil Profiles' and 'EHCP' added in relation to review meetings Under section 6 'for students' added in relation to carrying out of risk assessments prior to arrival	Laura Yates/Gemma Webb

## Dates of linked staff training (if applicable)

Date	Course title	Led by

### EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

#### Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

#### Statement of principle - GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

## 1. Introduction

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At Yardleys School, we are committed to promoting accessibility for all and support this process through ensuring we have effective policies and procedures in place. At the heart of each policy and procedure is the Yardleys Charter. The Yardleys Charter incorporates the key aims, values and ethos of the school and is applicable to all staff and pupils alike. The Charter is made up of the 3R's and our 6 values.



For the purpose of this document it is important to note that disability is defined by the Equality Act 2010 as “a physical or mental impairment that has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.” Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The definition of “substantial” is more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. “Long term” is defined as 12 months or more.

## 2. Responsibilities of the Governing Body

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The Governing Body recognises that it has the following responsibilities under the Act:

- To ensure that no student, or prospective student is treated less favourably due to their special needs or disability and that all reasonable adjustments are made in matters of admission and education.
- To ensure that the school is as accessible as possible and works to allow disabled students and staff, including those affected on a short-term basis, full access to the building and to the curriculum.
- To create a positive ethos towards any issues faced by disabled students and staff, enabling them to take full advantage of the educational experiences offered.
- To publish an accessibility plan.

## 3. Access to the curriculum

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**3.1** The school provides all pupils with a broad and balanced curriculum and aims to enable every pupil to achieve their highest potential. We strive to:

- Have high expectations of all pupils
- Respond to pupils' diverse learning needs

- Overcome potential barriers to learning and assessment for individuals and groups of pupils through making reasonable adjustments
- Provide opportunities to educate the whole school around the rights of all through the Personal Development Curriculum. This involves looking at the each protected characteristic here within the UK and working specifically with students on stereotyping. The aim of the curriculum content is to provide a positive image of disability across the school.

To achieve these aims the following steps are taken:

- All pupils requiring additional support (SEND) are clearly identified on entry to Yardleys, including through liaison with primary feeder schools. Progress is tracked and monitored carefully throughout their school career to ensure all students reach their potential. Other pupils may be identified as requiring additional support (SEND) during their time at Yardleys as their needs and abilities change.
- Teaching staff are provided with regular training to enable them to support all pupils to the best of their ability.
- Teaching assistants and cover supervisors are provided with appropriate training on supporting pupils with additional needs to access the curriculum
- All out-of-school activities are planned to ensure the participation of the whole range of pupils
- Classrooms are organised to promote the participation and independence of all pupils

## 4. Physical access

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The School was rebuilt in 2002 as part of the first phase of PFI within the Birmingham Local Authority. Extensions were added in 2006 (Drama block) and 2018 (Cooper Hall & additional classrooms.) All areas were designed to be fully accessible from the outset.

- The school has level access at all points with dropped kerbs wherever necessary.
- Disabled parking bays are situated within the car park near to the main entrance and to the rear (PE) entrance
- External landscapes and playing fields have level access
- There is level access to all external doors
- All doors are of an appropriate width
- All doors, both internal and external, have either full glass panels or glass vision panels giving good visibility to people on either side
- Door handles are almost always colour contrasted with the colour of the doors, which is useful to users with visual impairments.
- Door handles are at an appropriate height for all users
- All areas of the building have level access
- The reception desk is height appropriate for wheelchair users or those of very short stature. The area is well lit with no glare
- There is excellent colour contrast throughout the school e.g. between doors and their handles, furniture and floor covering
- Floor surfaces are well maintained and level, with a mixture of carpet and vinyl. In higher risk areas slip resistant vinyl is used
- Blinds are installed in all rooms, cutting down glare
- There are wheelchair users' toilets on each floor, with two on the ground floor. These are equipped with red alarm cords with visual and audible warnings outside the cubicles
- There is a lift to all floors with brailled controls and a rail inside
- Evac chairs are available on both upper landings of the central staircase for emergency evacuation

- The emergency evacuation policy takes into account students, staff and visitors with disabilities, with PEEPs being prepared where necessary
- Consideration is given when planning events or instigating changes to the layout or use of the building to ensure that it remains accessible to all pupils and staff

#### **Action points for physical access:**

Doors, especially external ones, are sometimes heavy in their use	<p><b>Mitigating action:</b> Assistance required to wheelchair users</p> <p><b>Longer term solution:</b> Consideration to be given to easing user weight of doors</p>
Seating and desks/tables are not height adjustable in most areas of the school	<p><b>Mitigating action:</b> Individual solutions are put in place as and when needed.</p>

#### **4.1 Accessible information for disabled pupils**

- The School has a SEND Policy to ensure that all students are able to fully access the curriculum
- The School makes reasonable adjustments for SEND students to ensure that they reach their full potential
- The School employs an experienced and fully qualified SENCO as well as a team of Teaching Assistants to support SEND students
- Pupil Profiles are regularly updated to keep teaching staff informed of any changes or intervention required
- SEND information is kept up-to-date on the school's management information system ensuring that information is easily accessible to all staff.
- Through parents' evenings, progress review events and EHCP review meetings information and targets are shared with parents
- Written material is provided in alternative formats where necessary including different coloured fonts or paper, large print etc....
- Consideration is given to the use of language so that it does not cause offence
- The school employs a Lead First Aider, as well as a team of First Aiders, to advise and assist as appropriate
- The school pays for external agencies to support SEND students e.g. Ed. Psychologists, Hearing Impairment advisors etc....
- Specialist ICT equipment is provided where necessary including different keyboards and mice.

## **5. Staff Recruitment**

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When recruiting staff we ensure quality and appoint the person with skills and qualifications appropriate to the post without prejudice. We have a number of staff with disabilities, including mobility difficulties, diabetes and epilepsy.

Support is available to these staff if required, depending on their need. Many of these staff have long service with the school.

## 6. Review

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The school reviews its policy and practice on inclusion regularly and acts on the findings to ensure that we are a welcoming and supportive environment to all. Risk assessments for students are carried out before admission if necessary.

**The policy will be reviewed regularly by governors, will inform the School Development Plan and link to other relevant school policies including the SEND Policy, Equality Policy, Health and Safety Policy and Behaviour Policy.**

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